

CITY OF
ROCHESTER



SCHOOL

City of Rochester School

RE Curriculum

RE Curriculum

Key Stage 1 - 3

Intent

- Our RE lessons are intended to offer an ambitious, broad and rich RE curriculum to allow for coverage of all areas; to allow for a variety of ways to explore religions, the pupils community and personal development and wellbeing.
- The lessons are coherently planned and sequenced with the intention of providing a high quality progressive experience of the subject, with scope for cross-curricular learning. This means that by the end of Key Stage 2, pupils will have covered the significant components of world religions starting with an overview and culminating in more in-depth study as pupils' progress through the year groups. KS3 build upon this by examining how faith fits into everyday life of a multicultural society, faith in action and looking at different moral perspectives.
- Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues.
- SMSC, personal growth and community cohesion are featured throughout each strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences.
- The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.
- If parents hold a particular religious view, they are still encouraged to allow their child to explore different faiths. This promotes acceptance and tolerance of all faiths in contemporary British society. Parents are fully informed with regard to external visits to places of worship. We make it clear that the religious views of parents will not be compromised during these trips.
- The Board of Trustees which comprises experts in SEN and in particular ASD, have been actively involved in curriculum design. This means that the curriculum is fit for purpose for children with special educational needs. A large part of the curriculum is experiential as it is important for children on the autism spectrum to be able to make cohesive links that are not abstract. A fully immersive experience is required. Examples include visits to places of worship, where pupils are able to participate and experience how world religions express their faiths and beliefs.

Implementation

- Our curriculum is linked as far as possible to the National Curriculum. In addition, we link this to the school Equality and Diversity Calendar which aims to bring together key dates from the international calendar of important events. Examples include: Easter, World Day for Cultural Diversity and Ramadan.
- We have used units and lessons in line with the Medway Guidance for R.E. syllabus
- In KS1, children begin to look at other religions, focusing on celebrations and rituals. In KS2, we offer a wider range of learning opportunities about the world's religions including deeper understanding of the origin of those religions, their key stories and teachings. KS2 also explore how faith is expressed in different medium and how it influences people's day to day life. This had direct correlation to British Values of respect others with different or no faith.
- Throughout both key stages, emphasis on personal growth and community cohesion is evident, allowing for personal development for the children from KS1 to the end of KS2. End of unit assessments are available to support teachers in making sure children have reached the intended outcomes.
- Staff have access to a bespoke and whole school training programme which enables them to meet the individual needs of pupils in relation to their diagnosis of ASD and other co-morbidities together with subject specific/curriculum training. Examples include: Understanding Autism, how the developing brain works, visits to other schools to observe and learn from best practice, subject specific training, memberships and participation in subject associations, participating in curriculum meetings, access to on-line resources – for example Optimus Education.
- Quality Assurance activities include: half-termly book monitoring, learning walks, formal and informal lesson observations, including peer to peer observations, pupil surveys and curriculum team meetings.

Impact

- We believe that the impact of our RE curriculum will be for children to have a better understanding of the religions that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion.
- All children will be more informed about their position in the world, and the decisions they can make impacting their future.
- All children in school will be able to talk confidently about their wellbeing, moral and cultural development for the society in which they live.
- The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves.
- Lessons enable high quality work to be produced and evidenced, showcasing a deep understanding of the main religions of the world, their community and their future. Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and understanding how it can help them in their future.
- This evidence will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work, drama, craft and presentations.
- Regular feedback is sought from pupils through the School Council (half-termly), pupil surveys, (termly), parent surveys (annually), staff surveys (annually)
- Confidence, Resilience and Success are core values at City of Rochester School. This means that the acquisition of social skills and personal development are of paramount importance to our pupils to life beyond school. Impact is therefore demonstrated through social and linguistic development which the school evidences through case studies.
- Pupils have significant barriers to learning which the school works hard to help pupils overcome. This means that the school works with a wide variety of partners such as medical professionals, curriculum partners, parents/carers, education professionals and the wider community to promote pupils engagement in learning.

Non-Statutory Guidance – RE

Religious Education is not a statutory part of the National Curriculum. Pupils at City of Rochester School study RE in Key Stages 1 – 3.

‘The curriculum for a maintained school must be a balanced and broadly based one which ‘promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.’ Section 2 79 (1) School Standards and Framework Act.

Breadth and depth is achieved in RE, by taking the following into account:

- RE provides opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experiences.
- There is a wide-ranging study of religion and belief across the key stages as a whole.
- Not all religions are studied at the same depth or in each key stage, but all that are studied are studied in a way that is coherent and promotes progression.
- Pupils have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives and subject matter should facilitate integration and promotion of shared values.
- The study of religion provides an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

These three areas underpin the breadth of coverage of RE and our assessment (B squared connecting steps) at City of Rochester school:

- SMSC
 - Personal Growth and Development
 - Community Cohesion
-
- **Beliefs and teachings (from various religions)**
Understanding the key teachings of various religions
 - **Rituals, ceremonies and lifestyles (from various religions)**
Exploring the day-to-day lives and practices of various religions
 - **How beliefs are expressed**
Understanding how books, scriptures, symbols, art and readings convey beliefs.
 - **Time to reflect and personal growth**
Showing an appreciation for how religion plays an important role in people’s lives. Exploring identify and who we are.
 - **Values (in your own and others’ lives)**
Showing an appreciation for what people value and how it is an important aspect of their life. Making sense of right and wrong and choices we make.

Medway Agreed Syllabus

Aims:

1. Acquiring and developing a knowledge and understanding of different religious and other worldviews (beliefs, practices and lifestyles) including a number of major world religions, especially Christianity.
2. Gaining an understanding of and appreciation of ultimate questions.
3. Acquiring and deploying the skills to evaluate the varied worldviews encountered and the different responses to the ultimate questions encountered which human life poses.

For key strands for the syllabus are:

1. The existence of God and challenges to belief
2. The nature of God and the language used to describe 'him'
3. The activity of God
4. Responses to belief in God.

Programmes of study: core requirements over different key stages

- To ensure that legal requirements are met, the new Medway Agreed Syllabus specifies which religions are to be taught over different key stages so that all those generally judged to be 'principal religions' are studied by the end of Key Stage 3.
- The Medway Agreed Syllabus 2018 thus requires that all pupils learn about Christianity in each key stage. Most curriculum time should be devoted to the study of Christianity at each key stage. The other principal religions to be studied over key stages 1-3 are Buddhism, Hinduism, Islam, Judaism and Sikhism.
- As it is highly likely that there will be children from families where non-religious worldviews are held, these non-religious views including those held by Humanists, should also be a focus for study, especially with older pupils.
- The required programmes of study constitute only a minimum requirement. The number of different religions and traditions to be studied at each key stage increases over time. In this respect the requirements of the 2018 Medway Agreed Syllabus are similar to, but not fully identical with, those of the 2000 and 2006 Medway Agreed Syllabuses. Schools will now have a greater choice about what further topics and traditions are studied beyond the core requirement.
- The requirements which follow include information about the minimum amount of time which should be allocated to the study of the specific religions listed at each key stage. This is to ensure that sufficient time is allocated to Christianity and the other named principal religions so that there is an appropriate balance of coverage. (The use of the word 'term' in relation to the minimum amount of time which should be allocated refers to a period of about 6 weeks and so a six-term school year). The minimum requirements given here leave schools with scope and time for further work on the religions named or to undertake work on other religious topics or themes.

Early Years: Reception

Pupils must learn about Christianity and a limited number of other religions chosen by the school. No specific time allocation is given, although most time should be given to work on Christianity.

Key Stage 1:

Pupils must learn about at least **two different principal religions**. These must **include Christianity and Judaism**. So, over a period of 12 terms for Years 1 and 2 it means that:

- at least 6 terms or a minimum of 50% of the time should be allocated to Christianity
- at least 2 terms or around 20% of the time should be allocated to Judaism
- schools should spend no more than 5% of curriculum time on non-religious worldviews at Key Stage 1
- the core requirement amounts to 70% of the total curriculum time which should be allocated to RE
- schools have 25-30% of curriculum time which can be spent on another world religion/tradition chosen by the school or further work on Christianity and Judaism.

Key Stage 2:

Pupils must learn about at least **four different principal religions**. These must **include Christianity, Judaism, Islam and Sikhism**. So, over a period of 24 terms over Years 3 to 6 it means that:

- at least 10 terms or a minimum of 40% of the time should be allocated to Christianity
- at least 2 terms or around 10% of the time should be allocated to **each** of the other named religions of Judaism, Islam and Sikhism
- schools should spend no more than 10% of the total curriculum time on non-religious worldviews at Key Stage 2
- the core requirement amounts to 70% of the total curriculum time which should be allocated to RE
- schools have 20-30% of curriculum time which can be spent on another world religion/tradition chosen by the school or further work on Christianity, Judaism, Islam and/or Sikhism.

Key Stage 3:

Pupils must learn about at least **four different principal religions**. These must **include Christianity, Islam, Hinduism and Buddhism** as well as a non-religious worldview. So, over a period of 18 terms over Years 7 to 9 it means that:

- at least 6 terms and around 40% of the time should be allocated to Christianity
- at least 2 terms or a minimum of 10% of the time should be allocated to **each** of the other named religions of Islam, Hinduism and Buddhism
- the core requirement amounts to 70% of the curriculum time which should be allocated to the study of different religions
- schools should ensure that some work is undertaken on non-religious worldviews such as humanism but should spend no more than 10% of the total curriculum time on non-religious worldviews at Key Stage 3
- schools which begin a GCSE course in Year 9 still need to ensure that the above core requirements are met with an appropriate allocation of time devoted to RE in Years 7 and 8
- schools have 20-30% of curriculum time which can be spent on another world religion/tradition chosen by the school or further work on Christianity, Islam, Hinduism and/or Buddhism.

Links To Other Subjects

RE has strong links with PSHE and Literacy. City of Rochester School uses Jigsaw to deliver our PSHE curriculum. Jigsaw offers a comprehensive programme in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

- All about me and celebrating difference units of PSHE – students reflect upon who they are and what makes them them. This strand is also embedded within our RE curriculum. Students explore different faith perspectives, how different celebrations from a range of cultural perspectives are part of who they are. For example in KS1 when learning “What does it mean to be...” they will be studying the family life of someone belonging to that faith.
- Science – students get to explore different creation stories including the scientific view of the big bang.
- Literacy- throughout the RE units students will engage in role play, using persuasive techniques and writing for a range of purposes.
- Art – students will explore faith through art, look at art from a range of faith perspectives. They will also have the opportunity to draw, paint, use clay / playdough to model and create short films (also linked with ICT)
- Music- students will explore faith and worship through examining how music is used by different faith and culture groups.
- Cooking – students will have the opportunity to sample food from different faith and cultural groups.
- British values – are upheld throughout all units of the RE curriculum across all key stages.

Cultural and Diversity Calendar

The City of Rochester school has a comprehensive cultural and diversity calendar which supplements the curriculum throughout the year. Through this we encourage the children to make links with their work in RE as well as showing an appreciation for what people value and how it is an important aspect of their life.

| | | | |
|-----------|--|--|--|
| September | 21 st to 27 th Recycling Week | 23rd National Fitness Day https://www.nationalfitnessday.com/ | 28 th Sept to 4 th Oct Healthy Eating Week |
| October | Black History Month 4 th Harvest Festival | 9 th World Mental Health Day https://youngminds.org.uk/ | ADHD Awareness Month, World Mentoring Day |
| November | 16 th to 20 th Anti Bullying Week https://www.anti-bullyingalliance.org.uk/anti-bullying-week | 9 th to 13 th Road Safety Week http://www.roadsafetyweek.org.uk/ | Remembrance Day, Bonfire Night, St Andrews Day, Diwali, Children in Need (9 th to 15 th) UK Parliament Week (1 st to 7 th) |
| December | | 11 th Christmas Jumper Day/ Dinner https://www.savethechildren.org.uk | World Aids Day |
| January | 27 th Holocaust Memorial Day (Be the Light in the Darkness) https://www.hmd.org.uk/ | 18 th Acts of Kindness Day | |
| February | 1 st Feb to 6 th Feb National Storytelling Week https://www.sfs.org.uk | 12 th Chinese New Year of the Ox | Pancake Day |
| March | 4 th World Book Day https://www.worldbookday.com/ | 8 th to 14 th British Science Week https://www.britishscienceweek.org/ | Mother's Day, St David's Day, St Patrick's Day, Careers Week, Red Nose Day |
| April | 29 th March to 2 nd April Autism Awareness Week | 22 nd Earth Day https://www.earthday.org/ | Easter, St George's Day |
| May | 14 th Outdoor Classroom Day https://outdoorclassroomday.org.uk/ | 21 st May World Day for Cultural Diversity https://www.un.org/en/events/culturaldiversityday/ | |
| June | 8 th World Ocean Day https://worldoceansday.org/ | 21 st World Music Day | Father's Day |
| July | 7 th CoR British Values Day | 15 th Youth Skills Day https://www.un.org/en/observances/world-youth-skills-day | |

Curriculum Overview

- * Our curriculum is designed with our children in mind but is subject to change. Units may be moved around to suit children's interests, current affairs and to make better use of resources. If this happens staff ensure that there is breadth and balance across the year to ensure coverage.

KS1

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---------------|---|---|--|--|--|--|
| Year 1 | <p>How was our wonderful world made?</p> <p>Christian and Sikh creation stories</p> <p>National recycling week – taking care of our earth</p> | <p>What does it mean to be a Christian?</p> | <p>What does it mean to be Jewish?</p> | <p>Why do Christians celebrate Easter?</p> | <p>What does it mean to be Muslim?</p> | <p>How should we care for others, the world and why does it matter?</p> <p>Judaism / Christianity / Islam / Humanism</p> |
| Year 2 | <p>Identity and inclusion:</p> <p>Belonging – Christianity</p> | <p>Why do we use light in festivals?</p> <p>Hanukah (Judaism)</p> <p>Diwali (Hinduism / Sikhism)</p> <p>Christmas (Christian)</p> <p>Bonfire Night (British Values)</p> | <p>Special books Incl. humanism</p> | <p>Why did Jesus tell stories?</p> | <p>Special places – church / synagogue / mosques</p> | <p>Belonging – Islam</p> |

KS2

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---------------|---|--|---|---|---|--|
| Year 3 | Birth ceremonies – Christianity / Islam / Sikhism / Humanism | What are the origins and core beliefs of Christianity? | Celebrations – Judaism , Christianity, Islam, Sikh, Humanism | What are the origins and core beliefs of Sikhs? | Signs and Symbols (Judaism / Christianity / Islam/ Sikh) incl. reference to non-religious | Faith stories: What do religions teach about kindness? incl. reference to non-religious |
| Year 4 | Identity and inclusion: What makes me the person I am (Judaism / Christianity / Islam/ Sikh/Humanism) | Faith stories: How do stories from holy books inspire us today? Islam / Christianity / Sikh / Adapt twinkl unit incl. reference to non-religious | What are the origins and core beliefs of Christianity ? | Who was Jesus? | The ten commandments | Faith stories: What do religions teach us about welcoming strangers? incl. reference to non-religious |
| Year 5 | What are the origins and core beliefs of Judaism? | The True Meaning of Christmas incl. reference to non-religious | Faith and Art Range of faiths and how they expressed through art. Christianity , Hinduism incl. reference to non-religious | What are the origins and core beliefs of Islam? | Places of Worship & ways of worshipping Judaism / Islam | Food and fasting Judaism / Islam / Christianity / Humanism Adapt twinkl unit incl. reference to non-religious |
| Year 6 | Identity and Inclusion: What do our faiths have in common? | What do religious leaders do? incl. reference to non-religious | What happens when we die? incl. reference to non-religious Or Poverty and Wealth | Right and Wrong incl. reference to non-religious | Faith and music. Range of faiths and how they are expressed through music. incl. reference to non-religious | Faith in action – Christianity Looking at people’s beliefs impacts on their day to day life. |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | incl. reference to non-religious | | | |
|--|--|--|--|--|--|--|

KS3 - AQA

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---------------|--|---|--|--|--|---|
| Year A | <p>89698 Basic religious beliefs</p> | <p>12852 Multicultural society</p> <p>Entry level</p> | <p>12788 Religious studies: Prejudice and discrimination (Buddhism and Christianity)</p> <p><u>And</u></p> <p>72563 Racism and the holocaust</p> | <p>113336 Introduction to Humanism</p> | <p>12819 Science and Religion</p> <p><u>and</u></p> <p>12790 The environment (Islam and Christianity)</p> | <p>87978 Introduction to Hinduism (entry level)</p> <p><u>And</u></p> <p>79908 Basic introduction to Hindu Gods and Goddesses (entry level)</p> <p>If time allows:</p> <p>12842 Hinduism: beliefs and sources of authority</p> |
| Year B | <p>111350 Comparing three religions (Christian, Islam, Buddhism)</p> <p>Entry Level</p> | <p>12867 Religious expression in society: Media</p> <p>Entry Level</p> <p><u>And</u></p> <p>12869 Religious expression in society: religious music</p> <p>Entry level</p> | <p>12812 St Mark's Gospel: Jesus' relationships with others.</p> <p>Entry level</p> <p><u>And</u></p> <p>75261 Faith in Action: The life of Nicky Cruz. Entry level.</p> | <p>111548 Understanding Buddhist practises (unit 1)</p> <p>Level one</p> <p><u>And</u></p> <p>12823 Islam: The five pillars</p> <p>Entry level</p> | <p>Depending on students' interests choose four units from:</p> <p>LE8105 Poverty and suffering</p> <p>111545 Understanding Christian views on social justice</p> <p>12787 Capital punishment</p> <p>12851 Human rights</p> <p>84030 Human rights issues: A Christian perspective (level one)</p> <p>12791 War and peace</p> <p>95098 Moral issue: war and peace</p> | |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | <p>111498 Understanding Christian views on crime and assistance</p> <p>12859 Religious attitudes to the rich and poor in British society</p> <p>113574 Expressing beliefs: Justice</p> |
|--|--|--|--|--|--|

